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ABSTRACT

Guidelines for the Memphis-Shelby County Adult Education Program were created to: aid in evaluating the city's present program; provide a curriculum guide; make suggestions to new teachers; and provide information for future improvements and evaluation. There are three levels: Level 1 focuses on reading, writing, and arithmetic in the fundamental stages; level 2 tries to facilitate the needs of older and younger adults, and also initiates social skills. Level 3 is designed to improve as well as extend the educational and social skills. This instructional level is geared toward preparing adult students for the ninth grade classification through the GED test or to improve general education. The evening high school program is described in terms of philosophy, staff, faculty, curriculum, operation eligibility, attendance requirements, veterans, and the GED test. Information on the three major divisions of counseling (individual, group, case) is given. Included also are suggestions for new teachers; discussion of the evaluation of ABE materials; samples of registration card, monthly report form, and guidance sheet; a list of referral agencies; and a reading list for professionals. (NL)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ED038568

Adult Basic Education Program

GUIDELINES

Memphis City Schools
and
Shelby County Schools
Memphis, Tennessee

ED038568

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INTRODUCTION

There are approximately 225,000 adults in Memphis and Shelby County, Tennessee over eighteen years of age with less than a high school education. At the end of fiscal year 1969, over 10,000 have participated in the adult basic education program which began in 1965. The newly instituted General Education Development Program has served 1200 adults during the 1968-69 school year with satisfactory results. The Evening High Schools, grades 9-12, have graduated 320 students during 1968-69. Present indication shows an increasing demand for an over-all growth during 1969-70.

Adult Education has been recognized as a very important factor in de-escalating the forces which perpetuate unemployment, social disorganization, poverty and despair in the midst of our affluent society.

Many adults are not yet aware of the existence of the Memphis program and much time must be devoted to recruitment. A carefully-planned, long range program must be developed in order to meet the ever-increasing needs of the undereducated adults. It is clear that a program to fill their need cannot be a simple carbon copy of the public elementary and secondary educational system. New materials must be devised for them, using adult content and vocabulary. Approaches must be developed which capitalize on the maturity and experiences in everyday living of the adult. Adult education can only be effective to the extent that students, teachers, program planners, and the general public are aware that learning is taking place and that needs are being met.

The primary objective of the majority of the adults attending the Memphis-Shelby County Adult Basic Education Program is to earn a high school diploma. However, enough flexibility is maintained to meet the needs of all.

The purpose of this guide is:

(1) To aid in evaluating our present program

(2) To provide a curriculum guide

(3) To make suggestions to new teachers

(4) To provide information for future improvements and evaluation

The Memphis-Shelby County Adult Basic Education Program is based on the objectives of the Tennessee State Department of Education, and emphasizes that the principles of human values and competent leadership must be practiced if every adult is to have an opportunity to live a full life, satisfying to himself and useful to his community.

COMPETENT LEADERSHIP

We believe that to secure this goal, society should provide the under-educated adult with trained instructors to achieve these ends:

(1) To develop faith in himself as a person of worth and dignity

(2) To learn the major responsibilities accompanying his rights as a citizen

(3) To acquire those fundamental skills basic to effective living as a worker, as a family member, and as a contributing member of the national and world community.

On these basic beliefs are grounded the objectives and practices of the Memphis-Shelby County Adult Basic Education Program.

Blake Welch,

Program Director

GOALS OF THE PROGRAM

PHILOSOPHY

The attainment of democracy is a continuously growing process of American society.

Adult Education was initiated on the belief that man can, by effort, improve both himself and his environment. It has been recognized that knowledge is power over self and circumstance and can be acquired and used through life to man's advantage and that of his fellow constituents.

Whether it be in the field of individual or social activity, men are not recognizable as men unless, in any given situation, they are using their minds to give direction to their behavior.

Man is improvable, if not perfectible.

PURPOSE

The purpose of the Memphis and Shelby County Adult Basic Education program is to provide instruction for all individuals who have attained age sixteen years or older, and have a need for the program.

In order that this purpose may be fulfilled, the curriculum begins with the basic skills of reading, writing, and arithmetic and continues to the educational level commensurate with capacities, interests, and needs of individuals in the changing world in which they live.

OBJECTIVES

The Memphis and Shelby County Adult Basic Education Programshell be so designed as to:

1. Offer the adult with a minimum amount of formal education the opportunity to initiate or continue his education through high school.

2. Enable the adult to develop the necessary skills of communication-listening, speaking, reading, writing, and mathematics.
3. Establish a relevance between these learnings and the world of daily living.
4. Develop the confidence of each adult in his own ability to learn.
5. Instill within the student the feeling that he is moving toward a desirable and significant goal.
6. Offer the opportunity to develop economic competence in family management.

SCOPE

The long range objectives shall be the elimination of the inability of all adults in Memphis and Shelby County to read and write English and toward substantially raising the level of education of all adults in need of the basic elements of learning.

INTRODUCTION

LEVEL I

The adult, whose lack of formal education places him at this level of learning, is usually inadequate in other areas of daily living.

It is to be hoped that by raising the educational level of these individuals they will be less likely to be dependent upon others.

The adult student of Level I must experience success in small degrees so that he may be encouraged in his search for learning.

LANGUAGE ARTS

GENERAL OBJECTIVES

LEVEL I

The major emphasis of the curriculum on this level will include the following:

1. To firmly establish the idea that reading is the basic tool of learning
2. To develop the reading skills needed for interpretation of the printed page
3. To develop the art of written and oral communication
4. To provide a program that meets the individual's needs
5. To enhance the self concept of the student

READING SKILLS

I. Word Recognition Skills

   A. Recognizing the names and sounds of consonants:

      1. Initial consonant sound

      2. Final consonant sound

   B. Understanding long and short vowels

   C. Using basic dictionary skills

      1. Alphabetizing

      2. Guide words

      3. Phonetic spelling

   D. To develop the ability to recognize and understand new words

   E. To recognize word patterns

II. Structural Analysis

   A. To become familiar with noun and verb endings

   B. To introduce the rules of syllabication

III. Comprehension

A. To increase the vocabulary of the student

B. To read silently and orally in answer to questions

C. To recognize and recall sequence

D. To recall facts of story

HANDWRITING

I. Manuscript Writing

A. Teach the student to write his own name

B. Practice through manuscript form of the alphabet

C. Practice writing familiar words

1. Student's address

2. Name of the school

3. His place of work

D. Practical experiences

1. Fill out simple application forms

2. Write a friendly letter

II. Cursive Writing

A. Teach the student to write his own name

B. Practice writing the letters of the alphabet in cursive form

C. The student should write words that have meaning for him

1. His address

2. Place of work

3. Write simple sentences telling of an experience

D. Practical Exercises:

1. Fill out an application form for auto license, social security, and employment

MATHEMATICS

GENERAL OBJECTIVES

LEVEL I

The mathematics program at this level is designed to provide each student with a background of understanding and skills as a foundation for further study, and for functional uses which may be appropriate for him.

The program should provide experiences to help the student develop:

1. An understanding of the basic concepts of mathematics
2. An appreciation of the importance of mathematics in everyday living
3. A mathematical vocabulary and a brief understanding of symbols
4. Logical thinking through reasoning

MATHEMATICS - CONTENT

I. Basic Knowledge

- A. To learn to write number symbols
- B. To understand the simple concepts of the number system

II. Operations with Whole Numbers

- A. Addition
- B. Subtraction
- C. Simple Multiplication
- D. Simple Division
- E. Basic Roman Numerals
- F. Fractional Parts

III. Functional Mathematical Understanding

A. Location of places by number

B. Distance

C. Speed

D. Time

E. Measurement

1. Liquid measure

2. Linear measure

3. Weight

4. Temperature

IV. Basic Money Management

A. The cost of living

1. Housing

2. Food

3. Clothing

B. The cost of credit

1. Charge accounts

2. Installment buying

3. Time payments

4. Long term loans

LEVEL II

The teacher of level two adults should keep in mind the varying needs and abilities of his students. His aim should be to help the student further develop the fundamentals of Reading, Arithmetic and English previously learned in level one.

While the older student may be content with his newly acquired primary skills which enable him to continue slowly, the younger adult is anxious to advance as rapidly as possible in order to attain his ultimate goal - a high school diploma. By careful grouping and individual attention the skillful teacher will be able to challenge one and encourage the other.

READING

Objectives:

The content in this program should be taught so as to enable the student:

1. To initiate instruction for individuals so as to eliminate their inability to read
2. To raise the level of education of such individuals with a view of making them less likely to become dependent on others
3. To improve their ability to benefit from occupational training
4. To increase their opportunities for more productive and profitable employment
5. To make them better able to meet their adult responsibilities

Scope and Sequence (General):

I. Comprehension Skills

II. Word Recognition Skills

III. Vocabulary Building Skills

IV. Location Skills

V. Informational Reading

VI. Functional Reading

READING

I. Comprehension Skills

A. Finding the main idea

B. Reading for information

C. Interpreting the main idea

D. Forming conclusions

E. Distinguishing between fact and fantasy

F. Recalling specific facts

G. Following directions

H. Identifying the speaker and person spoken to

I. Reading to gain implied ideas

II. Word Recognition Skills

A. Using contextual clues to find out a new and unfamiliar word

B. Using configuration clues in observing configuration of the total shape of a word as a clue to word recognition

C. Studying the general appearance of words as an aid to recognition of a new or unfamiliar word

D. Phonetic analysis

1. Recognizing initial and final consonants

2. Recognizing other consonant sounds

3. Recognizing and producing long and short vowels

4. Recognizing silent letters

5. Recognizing digraphs

6. Recognizing other vowel sounds

7. Adapting known speech sounds to new and unfamiliar words as an aid to word recognition

8. Recognizing that a letter has more than one sound

9. Using the dictionary or glossary to aid in pronunciation and meaning of words

E. Structural analysis

1. Recognizing root words
2. Contractions and possessives
3. Recognizing the inflectional forms of a word formed by adding s, es, ly, er, est, ed and ing to known root words
4. Recognizing compound words
5. Recognizing known words in new compound words
6. Making words plural that end in y, f, or fe
7. Prefixes and suffixes
8. Syllabication

III. Vocabulary Building Skills

A. Building sight vocabulary

B. Recognizing and using synonyms, homonyms and antonyms

C. Rhyming words

IV. Location Skills

A. Learning to use many sources to locate information

1. Table of content
2. Title page
3. Index
4. Głossary
5. Dictionary
6. Encyclopedia
7. Reference books
8. Charts, graphs, maps, and globes
9. Bibliographies
10. Outlining
11. Summarizing
12. Finding topic sentences
13. Sequential order

V. Informational Reading

A. Scanning

B. Finding information

C. Reading to verify a point or answer a specific question

VI. Functional Reading

A. All skills in introductory stage

B. Want ads

C. Newspaper comprehension

D. Application forms

E. Written directions

F. Driving language and road signs

G. Improving reading speed and comprehension

H. Food and clothing labels

I. Reading for enjoyment

J. Reading to get acquainted with our literary heritage

MATHEMATICS

Objectives

The content in this program should be taught so as to enable the student:

1. To discover ideas and relationships
2. To discover patterns in mathematics
3. To reach generalizations
4. To develop a mathematical vocabulary
5. To learn new symbols
6. To apply mathematical concepts in real life situations
7. To teach the value of accuracy

Scope and Sequence (General)

I. Reading and writing whole numbers

II. Addition and subtraction of whole numbers

III. Multiplication and division of whole numbers

IV. Fractions

V. Decimals

VI. Measures

VII. Functional mathematics

MATHEMATICS

I. Reading and writing whole numbers

A. Symbols

B. Place value

1. Ones place

2. Tens place

3. Hundreds place

4. Thousands place

5. Ten-thousands place

C. Rounding numbers

1. To the nearest ten

2. To the nearest hundred

3. To the nearest thousand

D. Approximate numbers

E. Ordering of whole numbers

II. Addition and subtraction of whole numbers

A. Review of addition facts (ones - thousands)

B. Definition of terms

1. Addends

2. Sum

C. Regrouping in addition

D. Adding dollars and cents

E. Word problems (functional)

1. Reading for understanding

2. Finding clues for addition

F. Review of subtraction factors

1. Subtraction as the inverse (undoing) of addition

2. Subtraction of 0

G. Definition of terms

1. Subtrahend

2. Minuend

H. Regrouping in subtraction

I. Subtraction of dollars and cents

J. Word problems (functional)

1. Reading for understanding

2. Finding clues for addition

III. Multiplication and division of whole numbers

A. Review of multiplication factors

B. Identify element of multiplication (6 x 1 = 6 etc.)

C. Property of zero (6 x 0 = 0)

D. Multiplying by one, two and three place multipliers

E. Division as the inverse (undoing) of multiplication

F. Review of division factors

G. Dividing by 1

H. Division by 0 not allowed

I. Using one and two place divisors

J. Word problems using multiplication and division (functional)

IV. Fractions

A. Definition of fractional numbers

B. Terms of a fraction

1. Numerator

2. Denominator

C. Comparing of like fractions

D. Equivalent fractions

E. Reducing fractions to lowest terms

F. Understanding proper fractions

G. Understanding improper fractions

H. Understanding mixed numbers

I. Addition and subtraction of like fractions

J. Finding least common denominator

K. Addition and subtraction of unlike fractions and mixed numbers:

1. Regrouping with fractions

2. Regrouping with mixed numbers

L. Multiplication of fractions

M. Multiplication of whole numbers and mixed fractions

N. Division of fractions and mixed numbers

V. Decimals

A. Place value

1. Tenths

2. Hundreths

3. Thousandths

B. Reading and writing decimals (.01, .001, .1)

C. Our money system and decimals

D. Adding, subtracting and multiplying dollars and cents (functional)

VI. Measures

A. Understanding inches, feet, yards, miles

1. 12 in.= 1 ft.

2. 3 ft. = 1 yd.

3. 5,280 ft. = 1 mi.

B. Understanding pints, quarts, gallons

1. 2 pt. = 1 qt.

2. 4 qt. = 1 gal.

C. Understanding measurements of time

1. 60 sec. = 1 min.

2. 60 min. = 1 hr.

3. 24 hr. = 1 day

4. 7 days = 1 week

5. 4 weeks = 1 mo.

6. 12 mo. = 1 yr.

7. 100 yr. = 1 cent.

D. Changing from a larger unit of measure to a smaller one

E. Changing from a smaller unit of measure to a larger one

F. Addition, subtraction, and multiplication of measure

1. Regrouping with measures

VII. Functional mathematics

A. Computing gasoline mileage

B. Installment buying and interest

C. Budgeting and marketing

1. Food

2. Clothing

3. Services

D. Banking

1. Saving accounts

2. Checking accounts

E. Making accurate measurements

ENGLISH

Objectives

The content in this program should be taught so as to enable the student:

1. To improve enunciation and pronunciation
2. To communicate verbally and in writing
3. To listen for information and enjoyment
4. To use the library effectively

Scope and Sequence (General)

I. Enunciation and Pronunciation

II. Punctuation and Capitalization

III. Writing Skills

IV. Grammar

V. Oral and Listening Skills

VI. Working with Words

VII. Use of the Library

ENGLISH

I. Enunciation and Pronunciation

A. Speak each word clearly and distinctly, sounding initial and final consonants

B. Enunciate clearly using lips, teeth and tongue as in th, t, wh, sh, and w words

C. Avoid common errors in pronunciation

D. Learn to use pronunciation aids in the dictionary, such as syllabication, accent marks and diacritical marks. (Macron, breve, diaeresis, semi-diaeresis, tilde and major macron.)

E. Knowledge of pronunciation of tricky words

II. Punctuation

A. Use of the period after a declarative sentence, most imperative sentences, abbreviations and initials

B. Use of the question mark after an interrogative sentence and an exclamation point after an exclamatory sentence

C. Use of a comma, colon, quotation marks, apostrophe, hyphen and dash

D. Use of underlining for names of newspapers and titles of books when writing a book file card

III. Capitalization

A. Sentences

B. Writing letters

C. Proper nouns

D. Titles

E. Poetry

IV. Writing Skills

A. Write a complete sentence

B. Compose an original paragraph

C. Write a personal letter

D. Write a business letter

E. Write a report

F. Write the minutes of a meeting

G. Make an outline

V. Grammar

A. Identify nouns - both common and proper

B. Identify verbs

C. Know the function of subject and predicate

D. Agreement of subject and predicate

E. Understand how to use and spell possessive nouns and pronouns

F. Introduction to adjectives, adverbs, prepositions and conjunctions

VI. Oral Skills

A. Giving reports

B. Explaining rules

C. Giving directions

D. Giving talks

E. Making announcements

F. Conducting a meeting

G. Making introductions

H. Using expression and body movements when being oral

VII. Listening Skills

A. Understand the standards of good listening

B. Listening to directions, for example - from tape recorder

C. Listening to newscasts

D. Listening to reports

E. Listening to radio and television

F. Listening to talks

VIII. Working with words

A. Identify and use homonyms

B. Identify and use antonyms

C. Identify and use synonyms

D. Identify and use prefixes

E. Identify and use suffixes

IX. Use of the Library

A. Card catalog

B. Subject card

C. Title card

D. Author card

E. Atlas

F. Word almanac

LEVEL III

Level III of the Adult Basic Education program is designed or intended to improve as well as extend educational and social skills developed in Level II. The instruction of this level is geared to preparing adult students for the 9th grade classification through the G.E.D. test or improve general education to meet the challenge of every day living. In order to enable the participants to prepare for this placement emphasis is placed on the facets:

1. Reading
2. Language Arts
3. Mathematics
4. Social Studies
5. Science

THE READING PROGRAM

It cannot be stressed too strongly at this level that reading and more reading is the key to reaching whatever goals the adult learner may have, as well as providing enrichment in his way of life.

Speech Skills

A. Voice: improving pitch, tone quality, inflection

B. Enunciation and pronunciation

Writing Skills

A. Capitalization: Important rules

B. Punctuation: Primary skills

Vocabulary Skills

A. Systematic plan for learning new words

B. Develop skill in building words through use of root, prefix, and suffix

C. Develop exactness in speaking and writing

D. Use skillfully all dictionary aids for more accurate and effective language

Sentence Sense

A. Review four kinds of sentences: statement, question, command and exclamation

B. Distinguish between complete sentences and sentence fragments

C. Review simple and complete subject and predicate, as well as compound subjects and predicates

D. Review techniques of paragraph construction: in reading, recognize instantly the key thought or topic of a paragraph in writing, build each paragraph around a key thought

Grammar

A. Review: functions and names of parts of speech - agreement of subject and predicate - word and phrase modifiers

B. Conjugate verbs

C. Predicate noun or pronoun and predicate adjectives

D. Adjectives and adverbial phrases; the functions of prepositional phrases as modifiers

E. Pronouns: case; agreement with noun antecedent

F. Use of noun, adjective, adverbs, verbs, conjunctions

MATHEMATICAL CONCEPTS AND SKILLS

Adults must have sufficient knowledge of basic mathematics to extend and develop the previously learned skills and concepts which he brings to Level III. In most cases, there will be needed a period of review to determine the level of understanding and correctness of concept with regard to the four basic operations on numbers. Mathematical problems related to practical experiences will serve to make the adults' total learning experience more meaningful.

Mathematical functions such as the step-by-step procedure of opening a bank account, filling out the necessary forms, and writing checks should be a part of every adult student's classroom experience. Installment buying is another area which can be effectively used in developing computational concepts and skills. Carrying charge, rate of interest, and per cent of increase and decrease are a few of the focal points.

1. Review and expand previously learned processes
2. Decimals and their use
   - meaning of decimals
   - reading and writing decimals
   - decimals and common fractions
   - comparing decimals
   - addition and subtraction
   - multiplication
   - division
   - rounding off remainders in quotients
3. Per cent - the three cases and their use
   - meaning of per cent
   - changing fractions to per cents
   - fractions, decimals and per cents
   - per cents larger than 100%
   - per cents smaller than 1%

commission

per cent of increase or decrease

simple interest

compound interest

how to find the per cent of a number

finding a number from its per cent

finding what per cent one number is of another

4. Measurement

using common measures: addition, subtraction, multiplication and division formulas

rectangle: perimeter, area, volume

triangles

circles: circumference and area

cylinders

interest

distance

graphs: line, bar and circle

5. Simple equation

solving equations

collecting terms

using simple equations to solve problems

6. Ratios and proportions: practical applications

7. Functional Mathematical Understandings - to be developed within the aforementioned outline whenever and wherever possible. All students should have opportunities to participate in experiences relating to their own particular interests in this field

wise consumer buying

credit - its advantages and disadvantages - how to keep a good credit rating

budgeting

investments

SOCIAL STUDIES

One of the main objectives of this area of study is citizenship education which is aimed toward acquainting the adult citizens with the heritage of our democratic way of life, helping them appreciate and understand their rights and the rights of others, and encouraging them to assume responsibilities and obligations as citizens of the local community, the state, the nation and the world.

To help meet this objective, available materials for reading and discussion should focus on the following:

A. Important historical events in our national life

discovery and founding of our country

colonization of our country

Declaration and War of Independence

the Constitution

the War Between the States

the development of the West

World Wars I and II

the place of the United States in the modern world

B. Principles upon which our democracy was founded

Constitution and Bill of Rights

Preamble of the Constitution

government of, by, and for the people

the right of individuals to choose their leaders

C. Government in action - local, state and national

the community as a social, economic, and political unit

state governmental organization

national governmental services

D. Privileges and responsibilities of citizens

a. Sharing the responsibility of our government through:

interest in local, state, and national issues

familiarity with duties and qualifications of public officials

voting in all elections

availability for jury duty, with knowledge of requirements

pride in home and neighborhood

b. Privileges:

freedom of religion

freedom of speech

freedom of assembly

freedom of the press

public education

obtaining driver's

serving in Armed Forces

welfare benefits

Social Security

c. Participation in government:

labor groups

civic groups

PTA and school organizations

E. World responsibilities

a. To understand our relationship with other peoples of the world

b. To understand the responsibility of the United Nations to help keep peace

c. To understand the ways in which world conditions affect the local community

SCIENCE

An important goal for science education is the progressive development of such scientific attitudes as curiosity, clear thinking, integrity, and openmindedness. Students also should be taught the value of (1) planning before acting, (2) suspending judgment pending further evidence, and (3) holding conclusions subject to revision. Science education should develop critical thinking and an understanding of the scientific method of problem solving.

Science education should develop knowledge of scientific facts, terms, and principles that will aid in reading, writing, and solving the problems of every day living. The adult student may have developed many erroneous scientific understandings which should challenge him to seek correct knowledge through related science experiences.

Science taught in the ABE Program is primarily a general survey, it is set up to encourage self-direction in study, and it reveals some basic science generalizations, suggest experiments and experiences to explain and test these generalizations, and leads the student to other sources of information. A variety of other experiences such as demonstrations, discussions, displays, and films will strengthen the program.

The areas of science for survey and development in Level III are:

1. Plants and Animals in Many Places
2. A Healthful Environment
3. Magnets and Electromagnets
4. The Solar System

5. The Movements of the Earth
6. Space Travel
7. Rocks and Minerals
8. Elements, Compounds, and Mixtures
9. Solids, Liquids, and Gases
10. Green Plant Factories
11. Plants that are not Green
12. Planting a Garden

ENGLISH FOR THE FOREIGN BORN

INTRODUCTION

Persons whose first language is not English are drawn from many countries and cultures. These students are highly motivated, both socially and economically, to achieve command of our language.

The needs of the students determine the content of the curriculum which varies from year to year according to the composition of the classes. This is both challenging and stimulating to the teachers who cannot depend entirely on conventional textbooks and who must devise plans and materials appropriate for the students' needs.

Improvement of oral language skills is emphasized in the advanced class. Many of the students enrolled in this group have studied English as a foreign language and often have mastered basic grammar. Others have spoken English, either in this country or elsewhere, for many years. However, all wish to improve their ability to speak and understand idiomatic language and to become more familiar with English usage. Most students have some difficulty with the production of certain sounds. Lessons deal with subjects pertinent to these goals. The tape recorder is an invaluable aid to the teacher. Taped conversations, both spontaneous and prepared, folled by informal criticism and drill, are regularly scheduled. Oral reading with emphasis on pronunciation and phrasing may also be taped. Lessons dealing with homonyms, irregular verb forms, unusual sentence patterns, and colloquial speech are of value to these students.

A SUGGESTED METHOD OF TEACHING ENGLISH FOR THE FOREIGN BORN

I. Keep the class moving

A. By oral work (as opposed to silent reading and writing)

1. Demonstration

2. Recitation

a. Repitition

b. Question and response

c. Exercises in pronunciation

B. By including everyone

1. Every time from the first in all phases

2. No matter how frequently or infrequently then attend

3. No matter how slowly or how quickly they comprehend

C. By understandable visual materials

1. Pictures

2. Blackboard

3. Objects in the room

4. Cards with words printed on them

II. Have materials for everyone

A. Grammar book

1. Vocabulary

2. Conversation

3. Grammar exercises

4. Construction

B. Simple exercise books

C. Newspaper

III. Constantly reinforce by praise and encouragement

IV. Relate to the familiar

A. "How do you say it in your language?"

B. Let the student be the teacher

C. Laugh with them

D. Sympathize with their difficulties

E. But insist on correct procedures

V. Have each student experience a measure of progress at each session

A. By giving him something to do that is possible for him to do

B. By acknowledging what he does

C. By challenging him to do better in a way he can understand

D. By encouraging him to go at his own rate

VI. Be prompt to

A. Begin

B. Observe breaks

C. End session

VII. Acknowledge personally

A. Greetings

B. Good-byes

C. Individual or special needs

VIII. Change order of procedures frequently

A. To avoid monotony

B. To keep an atmosphere of expectancy

IX. Watch the physical and mental climate of the class

A. Keep the temperature moderate and pleasant for study

B. Keep the subjects harmonious

C. Keep the atmosphere impartial but interesting

X. Remember

A. You do not have a captive audience

B. Students will come only if they remain challenged

BASIC EDUCATION FOR THE BLIND

The curriculum provides a variety of experiences designed to restore feelings of worth and self-confidence. The curriculum includes the following practical and instructional activities:

I. Communication Skills--Participants are provided experiences with techniques and methods of communication through a variety of media.

   A. Braille--Participants are taught techniques and methods of reading and writing all levels of Braille. They advance as their touch sensitivity improves and mental growth indicates.

   B. Typing--This experience is provided with regular and large print typewriters for the partially seeing and those blind persons who can read and write Braille with some degree of competency. Typing experience provides the blind with a means of communicating with the sighted world.

   C. Cursive Writing--Participants are taught to write cursively, expecially their names when the need is present.

   D. The use and operation of recording devices--Participants are given information concerning an experience with various kinds and methods of recordings. A great deal of reading material is available to the blind on records (talking books) and tape-recordings.

   E. Listening--Great emphasis is placed on the ability to listen. "Real" listening is important to the blind as audition is their best and most useful sense mechanism.

II. Language Arts--Language is practical and functional based primarily on that which is commonly used in the news media and magazines available to the blind.

A. Reading--Reading is geared to the comprehension and interpretation of magazines and news material available. In addition, some high stories and material from the SRA reading kits have been transcribed into Braille for reading improvement.

B. Grammar--Emphasis is placed on sentence construction, including subjects, predicates, and the use of modifiers, to say specifically what one wishes to say.

C. Vocabulary--Participants are given lists of commonly used words, grouped according to parts of speech, to learn to spell and use correctly. They are encouraged to pick up new words daily from the news media and discuss them in class.

III. Arithmetic--Arithmetic is geared primarily to everyday usage applied as a consumers tool.

A. Numbers--Participants taught Braille numbering system and the use of the symbols in mathematical operations.

B. Arithmetic Computation--Computation practice includes such concepts as addition, subtraction, and simple multiplication and division. These operations are applied to everyday usage with costs, principles, rates, interest, discounts, percentages and fractions.

IV. Science--Science is included in the curriculum in the nature of discussions concerning current scientific discoveries and technical accomplishments. The discussions center around the practical application of old and new scientific knowledge to everyday uses. Some demonstrations are also conducted.

V. Social Studies--Social studies are related primarily to political events that occur daily.

A. Geography--Map reading and drawings which show the location of countries where political and social events are currently taking place in order to facilitate understanding of the significance of the event.

B. History--Discussions generally include the historical back-ground of the causes and relationships of current political developments and the geographical location of the countries in which they occur. They include consideration of social and cultural factors as related to the political development.

VI. Guidance and Counseling Services--Counseling is a very real and important part of the class and involves virtually every aspect of the participant's lives.

A. Individual Counseling--Time is made available for individual consultation for consideration of individual problems and needs when desired. These consultations often involve questions of a personal, social, economical, or famial nature.

B. Vocational--Counseling of this nature, involves occupational information giving as related to employment interests and opportunities as well as choice of vocation.

C. Educational--There are frequent discussions, both individual and group, concerning educational and other training opportunities beyond the basic education program.

D. Famial--Participants often are encouraged by and enjoy having someone to listen to and share their concern with developments within their families.

E. Attitudinal Development--This is perhaps the most important aspect of counseling provided. The main area of concentration is toward an improvement in self-concepts and feelings of worth. A real attempt is made to motivate participants toward individual achievement and the productive use of their natural capabilities. The effort is made to get participants to realize and accept the philosophy that a blind person, with the proper training, can accomplish as much and live as productive a life as a sighted person within the limits of their natural capabilities.

GENERAL EDUCATION TEST PREPARATORY PROGRAM

I. INTRODUCTION

The Adult Education Program provides an opportunity for adults to continue their education at the high school level in preparation for the General Educational Development Test.

Eligibility for participation in this program is based on a pretest on which the individual must score at least ninth grade level on mathematics and reading. Students are instructed in reading, English, mathematics, social studies, and natural science for a period of 140 hours at a cost of $40.00 per pupil. The G.E.D. test will be administered at the end of the 140-hour term.

II. GOALS AND OBJECTIVES

The immediate goal of this program is to provide an opportunity for obtaining the equivalent of a high school diploma. The personal gratification and the social and economic advantages are not merely inferential but make up the actual long-range and vital objectives. The guiding principles concern both the individual and society.

The benefits for the individual include:

(1) Released skills and initiative.

(2) Sense of achievement and growth.

(3) Self-confidence and self-respect

(4) Recognition and identity.

(5) Sense of belonging.

(6) Security and a comfortable living

The benefits for society include:

(1) An informed and thinking citizen prepared to meet the practical demands of a changing society.

(2) A more effective citizen aware of both his responsibilities and his rights.

(3) A citizen capable of making a greater contribution to his family, his community, and his country.

MATHEMATICS

I. Review

   A. Mathematical terminology

   B. Symbols

   C. Averages

   D. Median

II. Percentage

   A. Ratio

   B. Interest

III. Common Measures

   A. Adding

   B. Subtracting

   C. Multiplying

   D. Dividing

IV. Plane Geometry

   A. Areas

      1. Rectangle

      2. Square

      3. Triangle

      4. Parallelogram

      5. Trapezoid

   B. Circumference

      1. Circle

   C. Squares and Square Root

      1. Angles

         a. Acute

b. Right

c. Obtuse

d. Straight

V. Solid Geometry

A. Volume

1. Cube

2. Cylinder

3. Rectangular prism

VI. Graphs

A. Line

B. Bar

1. Vertical

2. Horizontal

C. Pictograph

D. Circle graph

VII. Algebra

A. Factoring

1. Finding missing factors

2. Finding missing factors in a formula

B. Equations

1. Collecting terms

C. Ratio and proportion

1. Definition

2. Application

VIII. Metric System

A. Centimeters

B. Millimeters

C. Meters

IX. Modern Math

A. Sets

1. Uniting of sets

B. Bases

C. Reciprocals

1. Prime numbers

ENGLISH

I. Sentences

  A. Complete sentence

  B. Sentence fragment

  C. Kinds of sentence

    1. Simple

    2. Compound

    3. Complex

  D. Clauses

    1. Dependent

    2. Independent

    3. Adjective

    4. Adverbial

II. Capital Letters

  A. Review uses of capital letters

    taught at Levels II and III

III. Punctuation

  A. Review uses of punctuation

    taught at Levels II and III

IV. Grammar: Parts of Speech

  A. Nouns

    1. Identifying nouns

    2. Forming plurals

    3. Possession

    4. Predicate nouns

    5. Object of a verb

    6. Object of preposition

    7. Appositives

B. Pronouns

1. Function of pronouns

2. Kinds of pronouns

a. Personal

b. Relative

c. Indefinite

d. Interrogative

e. Demonstrative

f. Possessive

3. Uses of pronouns

a. Subject

b. Predicate pronouns

c. Direct object

d. Indirect object

e. Object of preposition

f. Appositive

C. Verbs

1. Action verbs

2. Linking verbs

3. Verb tenses

a. Conjugation of verbs

4. Agreement of subject and verb

5. Contractions

D. Adjectives

1. Uses of adjectives

a. With a noun

b. With a pronoun

c. As a predicate adjective

2. Comparison of adjectives

a. Positive

b. Comparative

c. Superlative

E. Adverbs

1. Uses of adverbs

a. With a verb

b. With an adjective

c. With another adverb

d. Asks a question

e. As a negative adverb

2. Comparison

a. Positive

b. Comparative

c. Superlative

F. Prepositions

1. Identifying prepositions

2. Prepositional phrase

G. Conjunctions

1. Uses of conjunctions

a. Coordinate

b. Correlative

c. Subordinate

H. Interjections

1. Use of interjections

V. Grammar: Good Usage

A. Words commonly misused

B. Incorrect expressions

C. Unnecessary words

VI. Vocabulary

A. Synonyms

B. Antonyms

C. Homonyms

READING

I. Comprehension

A. Interpretative

1. Relate to social studies

a. Early exploration of North America

B. Critical reading

1. Related to science

II. Reading Skills

A. Word study

1. Review of phonics

2. Syllabication

3. Prefixes

4. Suffixes

B. Vocabulary study

1. Science

2. Literature

a. Sonnett

b. Drama

c. Similie

d. Meter

e. Metaphor

f. Alliteration

g. Epigram

C. Dictionary skills

1. Diacritical marking

2. Syllabication

3. Accent

SCIENCE

I. Life Science

   A. The human body

   B. Animal life

   C. Plant life

II. The Earth

   A. Solar System

   B. Space

III. Ecology of the Sea

   A. Plant life

   B. Animal life

IV. Physical Science

   A. Physical changes

   B. Chemical changes

   C. Force

   D. Inertia

EVENING HIGH SCHOOL PROGRAM

PHILOSOPHY: The evening high schools exist for one purpose. The purpose is to serve the needs of the students who come to further their education.

STAFF: Each evening high school has a full-time principal and a full-time secretary. One guidance and testing specialist is available Monday through Thursday.

FACULTY: Each faculty member is carefully chosen from the day high school teachers employed by the Board of Education. The selections are made by the Board of Education's Personnel Division. No teacher is allowed to teach more than two nights weekly in addition to his full-time day assignment. Teachers are paid on an hourly basis for evening school teaching. Only those teachers who relate well to adult students are asked to return each semester.

CURRICULUM: The evening high schools offer a full four-year program, grades nine through twelve. The text and course of study for each subject is the same as for other high schools in the school system.

OPERATION: The evening high schools operate on the semester basis. A student may earn two high school credits each semester by attending four nights weekly from 6:00 to 10:00 P.M. A student can earn one credit by attending two nights each week. Tuition is $40.00 for each subject taken. The evening school offices are open from 2:00 P.M. until 10:00 P.M. Monday through Thursday and from 8:00 A.M. until 4:00 P.M. on Friday.

ELIGIBILITY: Anyone seventeen years of age or older who has completed the eighth grade or made a satisfactory score on the G.E.D. test and who is not attending another high school is eligible for evening school.

ATTENDANCE REQUIREMENTS: To earn a credit a student must attend a minimum of 132 hours. Since each course has only 144 hours scheduled, a student missing more than 12 hours from class cannot earn a credit.

USE OF G.E.D. TEST: For veterans, servicemen, and non-service adults who are at least nineteen years of age the G.E.D. test is used in compliance with RULES, REGULATIONS, AND MINIMUM STANDARDS, Tennessee State Board of Education 1967-69. By special permission from the State Board of Education the evening high schools also use the G.E.D. test for classification of students 17 and 18 years of age or older adults not qualifying for the equivalency diploma.

G.E.D. PREPARATORY CLASSES: Since January, 1968 the evening schools have offered classes specifically designed to teach the basic fundamentals required to pass or score high on the G.E.D. test. It is advisable for prospective students 19 years of age or older who need more than two credits for graduation and prospective students 17 and 18 years of age who need more than four credits for graduation to make an appointment with either the guidance counselor or the principal of one of the evening schools several days prior to registration.

VETERANS: The evening high schools are approved by the Veterans Administration. Veterans should apply to the Veterans Administration for a certificate of eligibility prior to registration in order to expedite payment of their benefits. On his V.A. application the veteran must specify which school he wishes to attend, Memphis Evening School or Washington Evening School. Benefits paid for high school attendance do not count against eligibility for college or other post high school training.

GUIDANCE AND COUNSELING

PURPOSE

The purpose of Adult Guidance and Counseling is to help people make adequate vocational adjustments and to facilitate smooth functioning of the economy through the effective use of manpower. The guidance program is to assist the student in gaining self-understanding, in gaining a more positive self-image, in achieving a better adjustment with others, and in understanding the choices in decision making. Guidance is a combination of services which involves the entire staff. The coordination and effective use of these services are the responsibility of the counselor

The program philosophy implies that each individual has certain abilities, interests, and other characteristics which, if he knows them and their value, will make him a happier and more useful citizen. It further affirms that each person is worthy and has the inherent right to be assisted to attain his maximum vocational abilities.

GENERAL OBJECTIVES

To develop the ability to adjust to real life situations through self-understanding

To develop understanding to the needs to find fulfillment in living

To develop attitudes required for job entry and advancement

To develop understanding of the correlation between continuous education and the guidance program

GUIDANCE SERVICES

The three major divisions of guidance services are individual counseling, group counseling, and the case conference. The type of service used will depend upon the background and training of the counselor, and upon the need of the student in a given situation. The success of the service used will revolve around the understanding, adaptability, and sensitivity of the counselor as well as upon his ability to evaluate facts objectively.

GUIDANCE SERVICES

I. Individual Counseling

A. Techniques

1. Directive method

2. Non-directive method

3. Eclectic method

B. Types of counseling

1. In-take interview

2. Emergency

3. Personal

4. Vocational

5. Educational

6. Exit interview

7. Economic

8. Social

II. Group Guidance

A. Introduction to group guidance

B. Occupational information

C. Personality and attitude development

D. Summary

III. Case Conference

I. INDIVIDUAL COUNSELING: Individual counseling is the core of guidance services. Here, through a one-to-one relationship the student learns that he is accepted as he is, and is encouraged to grow toward his goals through optimum use of his potentials. He sees the guidance office as a place to which he may come when in need of assistance or acceptance. He sees the counselor as one to whom he may voice his inner feelings about himself or others, rather than repressing them within himself. Gradually the student realizes that here he may discuss any problem or trouble regardless of its seriousness without fear of misunderstanding. In addition, he soon learns that here he receives the encouragement and support to enable him gradually to be responsible for his actions.

The ultimate goal of individual counseling is self-guidance through development of self-understanding and consideration of others as a means of leading toward an emotionally stable and healthy concept of self, and to develop confidence of being a worthwhile person. Counseling received in this light is a process of discussing with, and listening to other people talk about their problems with ensuing suggestions to find a way of overcoming difficulties.

A. Techniques: The three techniques employed in individual counseling are; (1) the directive method; (2) the non-directive method; and (3) the eclectic method. Which of these methods is used in counseling will vary according to need, the student, and the counselor. Hopefulle, the counselor will be adaptable and sensitive enough to use the appropriate approach for each situation.

1. The Directive Counseling Method: In directive counseling, the counselor carries the burden of responsibility. Because of maturity, specialized training, and professional knowledge, it is he who is expected to diagnose the case and have a plan to solve the problem. After careful study of all relevant information on the case, and on the basis of his diagnosis he then can propose alternate course of action.

If the diagnostic phase the counselor should first make sound interpretations and judgements based on accurate impressions of the student and his situation. Second, before proceeding very far, the counselor must determine whether he should refer the student to another person and/or agency better qualified in terms of background, experience, and personality to work with him. In simple terms, this means that in direct counseling the counselor gives the student advice and directions on how to solve his problem.

2. The Non-directive Counseling Method: Non-directive counseling is concerned with an approach quite different from that used in direct counseling. In non-directive counseling the counselor listens to the student as he talks, usually limiting his comments to brief expressions of encouragement such as "Yes, I see," and "Tell me more." In many cases he merely repeats the last sentence, thought, or statement made by the student. During the interview probably long pauses occur. A casual observer may feel that the counselor and

student are playing a game, and actually the counselor is playing a game--a waiting game--and can always win because he knows what he is waiting to hear.

In non-directive counseling the counselor expresses complete faith in the student and concludes with the idea that the student has within himself the resources needed to work out satisfactory and acceptable answers to his own problems. Usually the student does not call upon his environment for help, or if he does it is because of the definite and easily recognized need for it. Basically what he has needed is a warm, permissive atmosphere for his thinking, unrestricted by diagnosis or value judgments by the counselor.

A counselor may be non-directive in proportion to the respect he achieves from others in his own personal organization. Another philosophy implies that non-directive counseling is based on the concept that within him the individual has strong drives which help him realize that the counselor cannot take major responsibility for the treatment process by acting as a direct influence. Instead he serves the student as a guiding hand. In other words, the counselor's responsibility for the treatment process by acting as a direct influence. Instead he serves the student as a guiding hand. In other words, the counselor's responsibility is to instill self-esteem and self-confidence in the student, so he will develop a high regard for himself as well as for the society in which he lives. Healthy self-direction is responsible self-direction.

To summarize, non-directive counseling primarily is concerned with the counselor listening patiently to the problems of the student with only an occasional word, sentence, or phrase of encouragement to help him work out his problems satisfactorily.

3. The Eclectic Counseling Method: Eclectic counseling is based on concepts taken from the views of other methods, rather than being based on one viewpoint exclusively. When a counselor uses both the directive method of counseling and the non-directive method, trying to balance and improve both methods, he is using the eclectic process. It is thought, by some, that eclectism is not possible because they believe that the directive and non-directive concepts cannot be combined. Regardless of one's agreement or disagreement with this statement, it seems that effective use of the eclectic method largely depends on the counselor being proficient in using the other methods. The eclectic method probably is used more than either the directive or non-directive method of counseling, and many times has shown positive results in difficult cases when the other methods have failed. Some studies tend to indicate that when the eclectic method is used by specialists in counseling the results several years later show individuals well adjusted to their environment and making more progress in their vocations than those counseled by other methods.

B. Types of Counseling: The counselor is expected to work with students under many situations. The types of counseling depends on the nature of the student's problems and the counselor's ability to work within the areas in which he feels both competent and comfortable. While it is not possible to discuss all types of counseling situations, some typical ones are reviewed at this point.

1. Intake Interview: The intake interview is the counselor's first formal session with the student. Here the counselor attempts to create a warm friendly atmosphere by showing sincere interest and a positive attitude. He may help the student fill out the forms for enrollment and any other forms necessary at this point in the program. He may devote some time to explaining the function of the guidance department, making certain the student understands the many ways the counselor can help him. The counselor should stress his availability and the fact that the student may come to the guidance office whenever and as often as he feels the need to do so. This also is the time to explain that any information the student wishes kept confidential will be kept in strict confidence, and would be related only with permission.

The counselor keeps some form of record regarding each visit of the student, noting the general nature of the problem or any information that may aid in understanding the student better. The record form used at the intake interview may be a prepared form with places for name, date, time and pertinent information, or this data may be recorded on a plain sheet of paper or a card.

The student may be reluctant to answer questions about his private life and/or family history. If he refuses to answer questions, the counselor should not force the student to do so as at later sessions the information may be forthcoming.

Since this intake interview may be the first time the student has ever seen a counselor, the first session is important for building trust and a good working relationship. Before he leaves the office, it is desirable for the student to make an appointment for a second session, but if he does not the counselor may suggest an appointment for the future.

2. Emergency Counseling: Emergency counseling may be expected daily. Sometimes situations in the training program may cause an emotional outburst which requires the immediate attention of the counselor. Brief the student about the importance of coming to the guidance counselor as soon as he has any problem which interferes with his ability to profit from classroom activity.

3. Personal Type of Counseling: The personal type of counseling often has to do with problems or situations the student may or may not be able to verbalize. These situations or problems may stem from any source but all will affect the student and his relationship with others. In such cases the student may ask to see the counselor or may be referred by others.

4. Vocational Counseling: Vocational counseling generally is brought about by the student asking for information regarding the occupational field in which he plans to train or is training. The counselor should be able to answer questions both about vocations and about occupational working conditions, hours and wages so the student may develop a positive realistic attitude toward his future vocation.

5. Educational Counseling: Education counseling may begin with a discussion of the first testing results which may be given to the student as percentiles with the understanding that there is no pass or fail as a measurement of progress, and that a certain per cent of the people taking the test scored lower than the student. At a later date the counselor may identify those students with scores high enough to be good risks for the G.E.D. Test.

Most students have a higher non-verbal score than the score made on a verbal type test, which may indicate need for remedial reading. Here the counselor has a good means of motivating the student to apply himself in the Basic Education Program.

6. The Exit Interview: The exit or terminal interview is the last chance the counselor will have to get the student's personal evaluation of the program, and also to help him one more time. The student's evaluation of the program and information regarding his next educational adventure.

7. Economic Counseling: Counseling on personal economics has to do with advice on banking, money management, loans and similar problems. Many students have financial problems beyond their ability to solve and often the counselor may need to shoulder some training responsibility in this area.

8. Social Counseling: In some projects, social counseling also is a part of the assistance given by the counselor. Problems of attitudes and personal development, of dress, manners, and social customs may confront him at intervals. By working with other instructors cooperative efforts may be made for training along these lines.

II. GROUP GUIDANCE:

A. Introduction to Group Guidance: Group guidance might be termed the feeder, or support force, to individual counseling. Here the student meets with his peers and discovers that his problems, which he thought were unique, is shared by others. As problems and situations are discussed the student will see that some of his peer group have found many ways of solving or coping with them. He will come to feel support from the group and may regain self-confidence as he views his problem from another point of view. The bringing out of problems may prompt him to feel the need of further discussion with the counselor he knows as a friend rather than as an authority figure. Some student may ask to be taken out of the group when they find they cannot face their problems, or may develop a strong dislike or distrust for one or more of their peers. In either case this may lead into individual conferences as they seek to escape the group.

The effect of group guidance upon the student may point up to him the social need and consideration for others as he sees by group interaction that his individual problems which he thought were his alone, are shared by others. He begins to see himself as an average or normal human being as he forms a new self-concept through his participating in group activity.

B. Occupational Information: Group guidance sessions provide an appropriate place to discuss many topics of information in regard to the world of work. Some of the topics which may be included involve: usual working hours; the expected wage; normal progress on the job; realistic financial expectations through the years; reasons for job promotions; causes of dismissal from the job; income tax; social security; retirement benefits; medicare; insurance and banking; interest rates; job qualifying test, practical and written; and job applications and interviews.

C. Personality and Attitude Development: Discussion of reasons for dismissal from a job is a topic which leads naturally into a consideration of personality and attitude development. The student needs to realize that his personality and attitude may affect his relations with other people. For this reason it is important to him not only in getting but also in holding a job to develop a pleasant appealing personality, and positive attitude.

D. Summary: By way of summary it may be said that group guidance is an effective means of promoting personal growth, on many levels, through group activity.

III. <u>THE CASE CONFERENCE</u>: A properly conducted case conference can be an excellent means for promoting the self-evaluation of the student. Here the student learns how he relates to his counselor, instructor, and supervisor. The ideal case conference includes all of the staff who knows the student and who have a direct relationship with his training. Because the staff members are the ones who see him in his training situation and they are able to assess his growth or pick out the trouble spots in his behavior patterns. The conference is positive in nature in that it is held for the benefit of the student as he interacts with his school environment. The student cannot avoid noticing that the school cares enough about him to take time away from others to help him.

Some of the guidance material was taken from:

Handbook for MDT Guidance Personnel, Tennessee Department of Education, Division of Vocational Technical Education, J. H. Warf, Commissioner, Nashville, Tennessee, 37219, 1966.

TO NEW TEACHERS

"How shall I teach?" rather than "What shall I teach?" is the question which usually confronts the new Basic Education teacher. As this program is new, each teacher must become a pioneer in discovering effective methods which will make basic elementary subject matter important and meaningful to realistic adults.

Organization is important to good teaching. Perhaps after asking "How shall I teach?" the new teacher asks "How shall I organize my class?"

The following portion of this booklet is devoted to helping the new teacher answer these very pertinent questions.

WHAT THE ADULT LEARNER IS LIKE

1. He is highly motivated to learn and to obtain the fruits of a good education.
2. Because he is usually older, the adult learns more slowly than the young student. He needs repetition in order to retain subject matter.
3. He responds best to meaningful work in school of a realistic nature.
4. He brings with him a wealth of life's experiences from which he can draw.
5. He feels the pressure of time limits. He wishes to move quickly toward his goal.*

* Psychology of Adults, Lorge, McClusky, Jenses, Hallenbeck, Adult Education Association, 1963.

SUGGESTIONS TO TEACHERS

1. Be flexible
2. Understand the students
3. Be interested in students
4. Be able to motivate students
5. Choose supplementary materials wisely
6. Be willing to work - be active
7. Plan individual guidance and counseling sessions
8. Do not take sympathy and understanding into pity
9. Use feedback - follow up
10. Know objectives - use materials to fulfill objectives
11. Students must feel successful
12. Teach character when opportunity presents itself
13. Know your students
14. Allow students to help one another
15. Emphasize regular attendance
16. Inform students about regulations - parking, smoking, breaks, ets.
17. Be prepared for each class
18. Begin each class on time and end on time
19. Many under-educated people are educated in some areas
20. Inform students that reading and writing are skills - not I.Q.
21. Students should not know they are being grouped
22. Look for subjects to "crop up" that make good teaching subjects - holidays, elections, etc.
23. Practice human relations
24. Start groups together and work on subjects of common interest
25. Isolate students as little as possible
26. There is no place for sarcasm. Under-educated adults thrive on praise
27. Assign student to right level
28. If you must be absent, inform your substitute
29. Keep accurate records
30. Work closely with your supervisor.

SAMPLE SCHEDULE LEVEL I

6:30 - 6:35	Organization - roll call
6:35 - 6:45	Phonics - spelling
6:45 - 7:30	Reading groups accompanied by written seatwork
7:30 - 7:40	Break
7:40 - 7:50	Penmanship
7:50 - 8:10	English
8:10 - 8:40	Arithmetic
8:40 - 9:00	Special units - Social Studies using newspaper or text, "My Country"

SAMPLE SCHEDULE LEVEL II

6:30 - 7:00	Spelling, Phonics, Dictionary Study
7:00 - 8:00	SRA Booklets, Arithmetic, (Teacher works with individuals on arithmetic while group uses SRA Booklets)
8:00 - 8:15	Break
8:15 - 9:00	English - Penmanship

SAMPLE SCHEDULE LEVEL III

6:30 - 6:35	Organization - roll call
6:35 - 7:00	Spelling
7:00 - 7:30	SRA Reading Lab. or Reader's Digest
7:30 - 7:40	Break
7:40 - 8:00	English
8:00 - 8:20	Science or History
8:20 - 9:00	Arithmetic

EXPANDING YOUR EDUCATIONAL HORIZON

From Adult Basic Education To Skilled Employment

After a student has completed the Adult Basic Education, or the G. E. D. Preparatory course, serious thought should be given to a program of continuing education to achieve vocational competence in a chosen field. The guidance services can offer invaluable help to the student to determine which vocational areas should be followed.

The Vocational Division of the Memphis City Schools offers both day and evening programs which will train the ambitious student to job entry skill level in any one of the following areas:

1. Distributive Education
2. Health Occupations
3. Home Economics
4. Office Occupations
5. Technical Occupations
6. Trade and Industrial Occupations

For a complete list of courses offered in the above areas see "Directory of Adult Basic and Vocational Education Courses."

Full time day courses can be enrolled for at the Area Vocational-Technical School, 620 Mosby and the Adult Education Center - 591 Washington. For a complete list of courses and details for registration see M.D.T.A. and Area Vocational brochures.

For additional information regarding any vocational course offering prospective registrants should contact the Vocational Division - Memphis City Board of Education - Room 244 (Phone 323-8311, Ext. 211)

EVALUATION OF ABE MATERIALS

INTRODUCTION

One of the first questions asked by teachers of adult basic education classes is: "What materials shall I use?" At one time--and not long ago--that question would have been hard to answer for the simple reason that few materials were available. It is still hard to answer--but for the opposite reason: so many materials are now flooding the market that teachers and administrators have the problem of deciding which are best. Some of the materials now pouring from the publishing houses, although labeled for an adult audience, are more suitable for children. Others are inferior in organization, poorly illustrated, lacking in reader interest. However, more and more publishers are endeavoring to produce materials which meet the unique needs of teachers and students in adult basic education classes.

I. Evaluation of Printed Materials

A. General

1. The interest level of the printed materials should meet the needs of the adult student.

2. Materials should be free of marks, labeling, or identification of any particular grade level.

3. The physical appearance of the materials, both outside and inside, should be inviting to adults.

4. The textbook should be arranged in such a manner as to conform to principles of instruction, e.g., illustrations, repetition, and review testing.

5. The material may include the teaching of basic or moral values. References that are too preachy produce a resistant attitude.

6. Exercises that involve the student such as easy quizzes which permit students to achieve a high score.

B. Specific

1. Length of Sentences: Sentences should range in length from ten to fifteen words. There may, of course, be some variety, with some sentences longer or shorter than this range. The structure of a sentence should be simple: subject, verb, predicate, in that order.

2. Dependent Clauses: There should be a minimum of dependent clauses and compound sentences, although the undereducated adult student grasps the compound sentence more readily than sentences with which, that, or because clauses.

3. Verbs and Verb Forms: The undereducated adult prefers the present tense because he tends to live more in the present and he sees experiences as existing in the present. The past drops out of sight and he cannot bring himself to contemplate his future. Material with strong verbs is desirable. Some strong verbs put prose into motion. Variations of the verb to be should be avoided. They are simply "teeter-totter": they go up and down but never form a fulcrum. Material that makes extensive use of other commonplace verbs, as: has and make, should also be avoided.

4. Hard Words: Although hard words differ according to the individual, they can usually be identified by noting the number of affixes: the more affixes the harder the reading. Generally, the word with many affixes presents a generalized concept. It lacks the hard visual reality of house or bus. The affix-ornamented word is a built-up word. Its central meaning is buried in a core surrounded by a shell of affixes.

5. Contractions and Dialect: The student who recognizes the word is may boggle at the word isn't. Dialect is most difficult for the undereducated adult student.

6. Conjunctions: The student has difficulty with such words as because, therefore, and if, which require mental leaps backwards and forwards. For example, when the work therefore appears, he somehow must bring to the forefront of his mind a previous mind a previous idea in an earlier sentence. Because the mental hurdle is to high, he gives up. He can manage time words such as then and when, but there should not be too many of these.

7. Conversational Style: Since speech is the one form of language that the student employs reasonably well, the reading matter set before him should be closer to speech than to non-oral prose. Newspaper English, for example, is far from being "speech" English.

8. Personal Reference: As a rough measure, copy becomes readable if it contains eight to ten personal references (pronouns, names, father, mother) per hundred words. But pronouns should be placed close to the nouns to which they refer or the reader will be confused. Research clearly indicates that personal references humanize a text. These students do not think in abstract terms; therefore, the generous use of personal references does more to make text readable than almost any other single factor.

C. Checklist - The following list may be used by teachers as an aid in selecting materials for an adult basic education class.

1. Consideration is given to characteristics and background of the adult who is to use the material.
2. The purposes for which the material is to be used are identified.
3. Subject matter materials and learning activities are acceptable in terms of adult interest level.
4. Materials encourage further individual reading, speaking, writing, and other study.
5. Materials raise self-esteem and help the learner gain insight into his self-image.
6. The language is adult in tone.
7. Sentences are written in the familiar vernacular.
8. Programmed materials have built-in reasoning and evaluating devices to help the learner and teacher determine progress.

9. Directions are simple and clear so that the learner can follow them with little difficulty.

10. Design of system for materials allows for maximum progress according to ability of the individual.

11. Materials depict actual life situations, such as: food, property, job, voting, civics, safety, social security, housing, homecraft, financing, etc.

12. Each lesson teaches a single concept or small number of concepts thoroughly.

13. Skills and concepts are taught in sequential, logical order.

SEQUENTIAL INSTRUCTIONAL MATERIALS

Sequential instructional materials (sometimes called materials systems or learning systems) in adult basic education are commercially produced sets of teaching materials which integrate various disciplines into programs of instruction beginning with grade one and continuing through grade eight.

the areas of the communicative skills of reading, writing, speaking, listening

the computative skills

informational areas of good buying, health, human relations, home and family living

community and civic areas which might be applicable in providing for a well-balanced, comprehensive program of the eighth-grade level or less.

At the present time, there is no materials system per se which meets this definition. Every system now in use has to be supplemented in order to meet this definition. Fourteen sets of sequential instructional materials can be identified. They are:

1. ABC-EDL Basic Adult Education System, Educational Developmental Laboratories, Inc., Huntington, N. Y.
2. Laubach System, Laubach Foundation; Building Your Language Power (Laubach Base), Silver Burdett Co., 300 E. 33rd St., New York, N. Y.
3. Learning Laboratories, North Carolina Department of Community Colleges, State Board of Education, Raleigh, N. C.
4. Linguistic Readers, Harper & Rowe Publishing Co., Evanston, Ill.
5. Read and Write Series, Holt, Rinehart & Winston, Inc., 383 Madison Ave., New York, N. Y.
6. Reading in High Gear, Science Research Associates, Inc., 259 E. Erie St., Chicago, Ill.

7. Steck System, Steck Publishing Co., Austin Tex.

8. The Mott Basic Language Skills Program, Allied Education Council 5533 S. Woodlawn Ave., Chicago, Ill.

9. Unifon System, Mott Foundation Program, Flint Board of Education, 923 E. Kearsley St., Flint, Mich.

10. System for Success, Follett Publishing Co., 1010 W. Washington Blvd., Chicago, Ill.

11. Webster-Sullivan System, Webster Division, McGraw-Hill Publishing Co., Manchester, Mo.

12. Words in Color, Encyclopedia Britannica, 425 N. Michigan Ave., Chicago, Ill.

13. American Incentive to Read (A.I.R.), Family Record Co., 2015 W. Olympia Blvd., Los Angeles, Calif.

14. Initial Teaching Alphabet--Early to Read Series, Pitman's I.T.A. Publication, Inc., 20 E. 46th St., New York, N. Y.

How Can They be Evaluated?

In making their decisions about which system to use, the teacher and administrator should compare such factors as the following:

Comprehensiveness of Coverage: Takes student to what grade level?

Cost of Materials: Initial cost, teacher-training costs, unit costs, replacement costs, number of teachers required to administer.

Ease of Administration: Minimum class size required; extent to which teacher's presence is necessary.

Scope of Curriculum: Reading and writing only? arithmetic? spelling? vocabulary development?

Emphasis on Human Values: To what extent do materials aid instructors in teaching good human relations in addition to straight subject matter?

Level of Instructional Preparation: How difficult is initial teacher preparation?

Some provide instruction only in the communicative skills and offer no supplementary materials in the other disciplines that are necessary to provide a well-balanced program in basic education. The important thing for teacher-trainees to know is that materials systems alone are not sufficient without supplementary materials. To be successful in reaching his objectives, it will be necessary for each teacher to provide materials built around the interests of the adults in his class.

II. Tips for Teachers on Preparing Their Own Materials

Perhaps no materials available are really suited to the individual needs, interests, and backgrounds of the adults in a particular reading program. If so, it may be necessary--in order to motivate the students to read--for the teacher to prepare his own materials. Here are some clues to help in their preparation:

Examine your purpose: If your purpose is to devise a basic text, you will want to provide exercises in word-attack and comprehension skills. If your purpose is to develop supplementary reading exercises, you will want to emphasize the skills taught in the basic text you are using.

Keep in mind the purposes of the reader for whom you are preparing the materials: Generally, the adult at the introductory level is more interested in the concrete and practical than in the theoretical.

Build on the interests of your students: They need to be able to read signs, to read and write letters, to learn a specialized vocational vocabulary, and to understand the basic facts of government.

Try to relate your topics to the student's socio-economic group: Do not preach, prepare moral tracts, or stress middle-class values.

Maintain an informal style: The use of personal pronouns and conversational style will help. A simple, logical, or chronological pattern of writing prove best.

Use a word list such as the "Lorge-Thorndike First One Thousand Words." This can be found in The Teachers Workbook of 30,000 Words (Teachers College, Columbia University, New York, N. Y.). After writing your first draft, go through your material and attempt to substitute words from this list for words you have used when necessary.

Now go through your material again and cut your sentence length: Sentence length should vary, but an average of seven or eight words is desirable. Remove superfluous clauses, adjectives, and prepositional phrases.

Keep your paragraphs short--not more than five or six sentences: They should vary in length, but avoid concentration of ideas.

Check your material for difficulty: A readability formula will help. If the readability level is higher than desired, substitute words and reduce the sentence length further.

Test the material on a sampling of adults: To do this, delete every tenth word and see if the students can supply the missing words.

Use good paper and proper type: At the introductory level, particularly for grades 1.0 to 2.0, the type should be 18-point. (This paragraph is set in 18-point type.) If you mimeograph, be sure to use the largest size of typewriter type you can find, double-space your material, and see that each page prints clearly.

A number of teachers of adults were interviewed for a publication entitled, An Investigation of Materials and Methods for the Introductory Stage of Adult Literacy Education. They were asked to describe teaching aids they had prepared for use with their own adult classes:

Some of the most interesting materials were paragraphs, short stories, and plays about practical situations written by teachers, as well as experience stories dictated by individual students or groups and typed by the teachers. Some teachers are collecting impressive files of such materials. A clever idea used with mothers in the Aid-to-Dependent Children program was scrambled sentences about a growing baby, which had to be rearranged into the proper sequence of child development.

Flash cards are prepared--of letters, manuscript and cursive; upper and lower case; sight-words; vocabulary words; phrases; spelling problems; months; days; and simple sums. The answer to the sums is on a fold-down flap so that there is immediate feedback. The same technique of the folded flap is used with vocabulary cards, with pictures on the flap. Charts of all kinds were devised. Some were charts of population, vowels and consonants, and of word lists being used. Word lists were also dittoed, so that each student had the list of words immediately at hand.

Worksheets of many kinds were dittoed, such as: simple reinforcement of the work of the reading textbook which usually progresses at too rapid a rate; mimeographed questions to set a purpose for reading or watching a film; a list of triple-spaced words with individual cards to watch; penmanship samples to copy; sentences which need a period or question mark; reproduced forms, such as social security.

A few teachers made and used flannel boards. Good picture collections were said to be useful. Also, articles from newspapers and magazines were mounted on cardboard for longer wear.

A number of games were developed to reinforce learning--such as crossword puzzles and word Bingo games. Lyrics of popular songs were dittoed for group singing in an effort to develop larger vocabulary. One teacher taped mildly controversial radio shows and played them in class to promote discussion and give ideas for written composition.

REGISTRATION CARD

ADULT BASIC EDUCATION

CENTER_____ CLASS NO. _____

Name _____ Age _____ Sex _____
(Last) (First) (Maiden) (Middle)

Address _____ Telephone _____

Date of Birth _____ Place of Birth _____

Employed By (Firm Name) _____ Your Position _____

Date Registered _____ Level _____ Last Grade Completed _____

School Last Attended _____ Date _____

Address _____ General Health _____
(Street) (City) (State)

Name of Wife ( ) Husband ( ) Parent ( ) _____ Telephone _____

Doctor _____ Hospital _____

Jr. High or High School nearest you _____

Name _____

RECORD OF ATTENDANCE

Level	Teacher	Center	Class No.	Date Entered	Days Present	Progress

Remarks:

MONTHLY REPORT

Month _____, 19 ____ Class No. _____

Teacher _____ School _____

Number of enrollees as shown on last month's report _____ Level I _____ Level II _____ Level III _____ Total

Number of new enrollees during this month _____ Level I _____ Level II _____ Level III _____ Total

Total number enrolled this year _____ Level I _____ Level II _____ Level III _____ Total

Number of drop-outs this month _____ Level I _____ Level II _____ Level III _____ Total

Reason for drop-out _____ Completed Level III _____ Employment _____ Other Reasons

- - - -

ADULT EDUCATION

Teacher Guidance Sheet

Name of Student: _____

Address: _____

Telephone Number: _____

Date First Guidance Conference: _____

Remarks: _____

_____

Date Second Guidance Conference: _____

Remarks: _____

_____

Educational Objective: _____

Vocational Objective: _____

Teacher's Recommendations: _____

_____

	Beginning	End of Year
Reading Score	_____	_____
Math Score	_____	_____

Teacher's Name: _____

Center: _____

Note: This form will be turned in on each student at the end of each class

ADULT BASIC EDUCATION
Memphis-Shelby County
Memphis, Tennessee

TEACHER'S NAME _____

(Check One)
SCHOOL _____ CITY _____ COUNTY _____

1. Knowledge of program procedures _____
2. Method of instruction _____
3. Cooperation _____
4. Punctuality _____
5. Attendance _____
6. Professional attitude _____
7. Personal qualities considered assets _____

_____

8. Personal qualities considered liabilities _____

_____

9. Reemployment rating _____

10. Reemployment recommended? Yes _____ No _____
(Note: If reemployment is not recommended, give SPECIFIC reasons on back of sheet.)

INSTRUCTIONS: The following marking system will be used for items 1 through 6, and for item 9:

1. Excellent; 2. Good; 3. Average; 4. Poor; 5. Failure

_____
Date

_____
Area Supervisor

_____
Program Supervisor

REFERRAL AGENCIES

EYE GLASSES

1. Lions Club of Memphis, Inc.
2. Mid-South Lions Sight Service, Inc.

DENTAL CARE

1. University of Tennessee College of Dentistry

HEALTH CENTER

John Gaston Hospital

TEMPORARY FINANCIAL ASSISTANCE

Memphis and Shelby County Welfare Commission

PHYSICAL OR MENTAL HANDICAP

Tennessee Department of Education Division of Vocational Rehabilitation

Alcoholics Anonymous, Memphis Intergroup Office

For information on other agencies not listed above, call 323-4218.

PROGRAM EVALUATION

An effective evaluation of the total program is very essential to necessary adjustments and growth. The evaluation consists of:

(1) In-service training for teachers

(2) Workshops with teachers from other areas

(3) Teacher involved material evaluation sessions

(4) General Education Development Test to measure the effectiveness of the program for terminating students

(5) Standardized tests

(6) Teacher-made tests

(7) Follow-up activities

(8) Planning sessions involving students

(9) Memphis State University student research groups

(10) Individual and group guidance sessions

(11) Job placement - Tennessee Employment Security

The Memphis-Shelby County Program is continually evaluating its achievements as they relate to the total effectiveness of the program.

SUGGESTED PROFESSIONAL READING LIST

1. Adult Education Association. "Guideposts for Adult Instruction," Adult Education Theory and Method: Adult Learning IV (April, 1965), pp. 13-21.
2. Adult Education Association. "Basic Determinants of Process," A conceptual Scheme for the Identification and Classification of Processes. (February, 1962), pp. 7-12.
3. Adult Education Association. "Factors Affecting Attendance in a Junior College Adult Program," Adult Education Theory and Method: Participants in Adult Education VI (April, 1965), pp. 17-23.
4. Adult Education Association. "Increasing Adult Reading Speed," Adult Education Theory and Method: Processes of Adult Education V (April, 1965), pp. 19-25.
5. Adult Education Association. "The Adult Learner," Adult Education Theory and Method: Psychology of Adults. (May, 1963), pp. 1-9.
6. Greer, F. S., Adult Basic Curriculum, Washington: U. S. Department of Health and Welfare. pp. 124-201.
7. Hand, S. E., "A Review of Physiological and psychological Changes in Aging and Their Implications For Teachers of Adults," Adult Education. (July, 1965) Tallahassee: Florida State Department of Education.
8. Hardwich, C. T., et. al., Research Report on Basic Education Program. Detroit: University of Detroit, 1965. pp. 23-54
9. Hastings, W. H., "Improving Reading of Industrial Workers," Journal of Reading, 9: 253-5. March, 1964.
10. Knowles, M. S., Handbook of Adult Education, Chicago: Adult Education Association of the U.S.A., 1960. pp. 65-79

11. Lanning/Many, Basic Education for the Disadvantaged, Boston, Houghton Mifflin, 1966. pp. 193-306.

12. NAPSAE, A Guide for Teacher-Trainers in ABE, Chapter III, pp. 4-13.

13. NAPSAE, Teaching Reading to Adults, 1962.

14. NAPSAE, When You're Teaching Adults, 1959.

15. NAPSAE, How Adults Can Learn More--Faster, 1962.

16. NCTE, Language Programs for the Disadvantaged, NCTE 1965, pp. 141-166.

17. Rosner, S. L. and Schatz, A., "Programs for Adult Non-Readers," Journal of Reading 9: 223-31.

18. Smith, Edwin H., "Specific Techniques For Teaching Reading," Adult Education (October, 1965), Tallahassee: Florida State, Department of Education.

19. Smith, Edwin H., "Techniques For Teaching Remedial Cases," Adult Education (May, 1966) Tallahassee: Florida State Department of Education.

20. Ulmer, Curtis, "Teaching the Disadvantaged Adult," College of Education, University of Georgia (December, 1968).

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